

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

Social Studies Self-Study Three Elements of Comprehensive Social Studies Program

Defining Social Studies

Social Studies includes the blending of government and civics, culture and society, economics, geography, and historical perspective.

Using the Social Studies Self-Study

The Social Studies Self-Study is designed for use by school, district, and state-level reviewers. While the Three Elements relate to the Standards in Kentucky's *Standards and Indicators for School Improvement*, the indicators below each Element do not correspond to the SISI indicators.

Identifying Data Sources

For the supporting data cells, consider the following data sources:

<ul style="list-style-type: none">• INT- PR, T, P, S, C, O- Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview• DPT- Departmental Meeting Notes, Minutes, Agendas• LP- Lesson Plans• OB- Classroom and/or Laboratory Observation• I &I- Implementation and Impact Check	<ul style="list-style-type: none">• CSIP- School and/or District Consolidate School Improvement Plans• CI- Curriculum and Instruction Documents• SYL- Course Syllabi• WEB- School Websites• IEP, 504, ESS, G?T- Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans• PORT- Portfolio Analysis	<ul style="list-style-type: none">• CATS- Assessment Results• PO- Supply Requisitions and Purchase Orders• SW- Student Work• TI- Textbook and Other Instructional Materials• SE- Student Evaluations of Teachers and Courses
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Use the following abbreviations to indicate progress: **SP (Satisfactory Progress)**, **IN (Improvement Needed)**, **NS (Not Satisfactory)**

Connecting to Kentucky Documents

See the attached chart, which connects the Three Elements to the first three Standards in Kentucky's *Standards and Indicators for School Improvement*.

	ALIGNED CURRICULUM	SUPPORTING DATA
	Provide data that indicate the extent to which the curriculum...	
1.1	aligns with <i>KY's Program of Studies, Core Content for Assessment, Academic Expectations, Performance Level Descriptions, and Transformations: Kentucky's Curriculum Framework.</i>	
1.2	allows for continuous progress for all students and meets the students' individual needs through a differentiated/culturally responsive curriculum (e.g., learning styles, developmental variations).	
1.3	blends the five strands of social studies (government and civics, culture and society, economics, geography, and historical perspective) into a plan that engages students in their own learning.	
1.4	guides students' use of available and emerging technology including student exposure/use of national technology standards to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes and audiences.	
1.5	is aligned and is articulated horizontally and vertically within the school, and vertically with other schools in the district to provide a fluid transition from class to class, grade to grade, and school to school.	
1.6	reflects collaboration among social studies and content-area teachers regarding curriculum standards.	
1.7	uses democratic principles in the development of the curriculum.	
1.8	reflects perspectives of diverse groups.	
1.9	is understood, supported, and monitored to assure implementation allowing for revision, as needed, by all stakeholders.	
1.10	provides for a common understanding of social studies terminology.	

1.11	reflects that social studies is a valuable part of the school's curriculum.	
1.12	makes use of appropriate resources from other educational institutions, parents, business, industry, community groups and organizations.	
1.13	is challenging and develops students' abilities to think critically at high levels.	
1.14	is student-centered and allows for opportunities to extend the curriculum through inquiry-based projects.	
1.15	supports the involvement of the school, families, and global community in educational programs about diverse cultural heritages.	
1.16	is supported with appropriate funding.	
1.17	includes connections to current events and social studies-related careers and is relevant to the students' lives.	
1.18	allows for teachers to be trained to implement the curriculum and to use materials appropriately through professional development.	
1.19	incorporates appropriate instructional materials (e.g., technology, textbooks, trade books, simulations, periodicals, research materials, writing samples, maps, atlases, visual aides, print rich materials).	
1.20	requires the use of textbooks and supplementary materials that include the contributions of diverse groups.	
1.21	is assessed by formal (e.g., tests, open response, transactive writing) and informal (e.g., journal entry, notebook, anecdotal records) evaluation techniques.	
1.22	includes reading and writing strategies that support the understanding of social studies content.	

	MULTIPLE ASSESSMENTS	
	Provide data that indicate the extent to which...	
2.1	assessments directly relate to the <i>Program of Studies, Core Content for Assessment, and Performance Level Descriptions</i> .	
2.2	assessment tasks given are frequent, rigorous and are focused on real world applications.	
2.3	assessment tasks are varied to meet the needs of all students and consistent with research-based instructional practices.	
2.4	teachers monitor student performance and provide meaningful in a feedback in a timely fashion and provides time for peer feedback.	
2.5	CATS scores indicate that the number of novice S.S. students and gaps are declining, showing improvement over time.	
2.6	assessments are designed in a collaborative process (horizontally and vertically) and embedded within instruction.	
2.7	teachers use various forms of documentation to report student progress, achievement, and participation in social studies.	
2.8	scoring guides for social studies assessments, including identified criteria, are developed, distributed to students, and followed.	
2.9	students have adequate and varied opportunities to demonstrate their understanding and skills.	
2.10	quantitative (e.g., test scores) and qualitative (e.g., student work) data is collected and analyzed for screening and diagnosis of student achievement in relation to S.S. goals.	
2.11	students have the opportunity to assess their own progress.	
2.12	students can articulate evaluation/assessment expectations.	
2.13	results of multiple assessments, both formal and informal, guide instructional decisions and selection of appropriate strategies.	

	TARGETED INSTRUCTION AND INTERVENTION	
	Provide data that indicates the extent to which teachers/teachers'...	
3.1	class time is adequate for teaching the <i>Program of Studies</i> , <i>Academic Expectations</i> and <i>Core Content for Social Studies Assessment</i> in social studies.	
3.2	classrooms are adequately equipped for social studies instruction (e.g., technology, textbooks, trade books, visual aides, simulations, periodicals, research materials, writing samples, maps, atlases, print rich materials).	
3.3	teachers are properly certified for the classes they teach and have conceptual knowledge of the social studies disciplines.	
3.4	teachers' instruction focuses inquiry on essential questions related to <i>Program of Studies</i> , <i>Core Content for Assessment</i> , <i>Academic Expectations</i> , <i>Performance Level Descriptions</i> , and <i>Transformations: Kentucky's Curriculum Framework</i> .	
3.5	teachers' standards- based unit plans are intentional, rigorous, and provide meaningful instructional experiences for students.	
3.6	teachers' instruction supports the blending of the five strands of social studies.	
3.7	teachers give homework that is frequent, rigorous, monitored and tied to instructional practice.	
3.8	teachers monitor student performance, provide timely meaningful feedback, and adjust instruction accordingly.	
3.9	appropriate and varied instructional materials are used to meet the objectives of the social studies curriculum (e.g., primary sources, atlases, globes, wall maps, timelines, videos, software).	
3.10	teachers provide regular opportunities/experiences for students to have conversation about social studies in order to help students	

	make meaning of the world around them.	
3.11	teachers collaborate to analyze student work and revise instruction.	
3.12	teachers use various forms of grouping (e.g., whole group, small group, paired, partner, individual, cooperative) to meet students' diverse needs.	
3.13	teachers' instruction balances new learning and review work, supervised class work, and independent homework.	
3.14	social studies instruction reflects accurate information and is culturally responsive.	
3.15	teachers promote a connection of the curriculum to local needs and opportunities.	
3.16	teachers promote the development and application of critical thinking skills (cooperative learning, independent research, projects, debates, interactive discussions, presentations, student-selected and directed activities, community-based instruction, Marzano's nine instructional strategies from <i>Classroom Instruction that Works</i>).	
3.17	technology is integrated into social studies instruction to provide opportunities for students to use technology tools to extend their learning (e.g., research, data collection, interpretation, presentation, communication).	
3.18	students participate in developmentally appropriate activities that involve collecting, analyzing, and interpreting data.	
3.19	teachers promote a global perspective in their classrooms.	
3.20	social studies instruction demonstrates attention to the individual needs of all students (e.g., learning styles, developmental variations, special needs).	
3.21	teachers provide opportunities for students to engage as active partners in the learning process.	
3.22	teachers use reading and writing strategies that support social studies instruction.	

